

ASET JANUARY - 2018

EVENT REPORT

2) Event Name – “Module-3-“Interactive Instructional Strategies in Higher Education” (CABCIN Project)

Aim of Event: The purpose of this activity to train the trainer on “Interactive Instructional Strategies in Higher Education” and pointed on need of the hour for the teaching fraternity to “Stop Teaching and Make the students work”

Details of Speaker: Prof.(Dr.) Martin Valcke (Head of the Department of Educational Studies, Ghent University, Belgium). Building on his PhD-work in the field of educational information sciences, his actual field of research focuses now on the innovation of Higher Education and the integrated use of Information and Communication Technologies (ICT). He is actually coordinator of about 20 national and international projects.

Date: 16th January to 19th January 2018

Venue: Room No-C214, C- BLOCK

Organized By: Department of CSE, ASET and ABS

Faculty Coordinator(s): Dr Bhavana Adhikari and Dr. Vivek Jaglan

Participation: Amity University Haryana and Parul University

Outcome of the Event with Time Line (Proposed/Achieved)

1. Outcome related to Academia Connect

Participants had learned- “how to develop a blueprint as a guide for a program and course level curriculum and building on Bloom's revised taxonomy that is defined for the benefit of the students teaching and learning to “DO” with a particular content development activity”.

2. Outcome related to Industry Connect

Various E- Education and Online education Portal are in demand now. Many companies including Google, Microsoft, Facebook etc are using online training module for their employees and trainee. It help the participants to understand the design principles, such as: competence-based education, research based learning, entrepreneurial learning and community service. The participants can surely guide students for placement related interview questions, research papers, summer training and writing projects on Online Educational Module.

3. Outcome related to Students Learning &Grooming

It help the participants to understand the design principles, such as: problem based learning, case based learning, competence-based education, research based learning, entrepreneurial learning and community service. The participants can surely guide students for placement related interview questions, research papers, summer training and writing projects on Online Educational Module.

4. Outcome related to Society outreach

To train the trainer on “Interactive Instructional Strategies in Higher Education” and pointed on need of the hour for the teaching fraternity to “Stop Teaching and Make the students work” which raise the standards of teaching staff in Indian Higher education. It was an extremely informative activity and it help the participants to understand the design principles.

Total of 15 participants registered for the event out of them 05 Amity University Haryana, 10 from Parul University, Vadodara. The resource person for this event was Prof.(Dr.) Martin Valcke (Head of the Department of Educational Studies, Ghent University, Belgium).

Day one of the training program was emphasized on “Meta Plan and Interactive Questions” wherein the participants were involved in multiple activities such as poster presentations, role plays and individual presentations. Day one concluded with a roadmap on the systematic approach on the process student learning groups contributing and participating while the teacher being the facilitator and heading the student’s team with shared understanding and shared commitment. The participants were also instructed to develop a Meta plan on their own course at the University that may be used for the Curriculum based on the input provided by the Instructor and submit the same at the Online Portal of ERASMUS+ CABGIN.

Day two began with an interaction on a quick recap of the previous day session learning outcomes on the theme “Meta Plan and Interactive Questions”. The participants actively participated on the responses to the questions raised by the instructor. Moving forward, the instructor emphasized on the themes, “Competency Video, Video Assessment and Peer Assessment”.

The Instructor discussed on the importance of Script that may represent a competence among the learners. The focus on this session was to create a videoclip that reflected the mastery of the script among the participant groups. The pedagogy involved role play with a demonstration of “LIVE” demonstration of participants in writing the script and active participation in the form of “Role Play” that had been recorded for further feedback on the same to the participants. The instructor concluded on the socio motivational elements to develop competence. This element also sufficed the theme on Video Assessment.

The instructor made the participants comprehend from a technology point of view, different topics that may be addressed on the tools that may be used to develop a video. He focused on the multiple processes that could lead to make video clips. The instructor demonstrated the explanation with an example that emphasized on preparation, scripting and editing with a video-editing package. The theme concluded with demonstration of the concepts such as Perception, Interpretation and Decision making with an explanation to help and assess the mastery of a competence. The day two concluded with a roadmap on the theme of “Peer Assessment” while the instructor focused very specifically on the need of establishing peer assessment to the nature of interactive learning. He accentuated on designing and developing rubrics to support peer assessment that may lead to involvement of the students. The participants in process of discussion could develop ideas that may be developed as a prerequisite on the peer assessment skills amongst the students.

Day three began with an interaction on a quick recap of the previous day session learning outcomes on the theme “Competency Video, Video Assessment and Peer Assessment” The participants actively participated on the responses to the questions raised by the instructor. Moving forward, the instructor emphasized on the themes, “Collaborative Learning, Peer Tutoring and Flipped Classroom”.

The instructor demonstrated an exemplified teaching and learning both from a theoretical and empirical point of view, group work that is often used as a conceptual alternative for collaborative or cooperative learning. This indeed is potentially a successful Interactive Learning strategy. The key of this theme is to avoid the pitfalls. The instructed addressed the group of participants the two types of scripts that is distinguished as epistemic scripts and collaboration scripts, this was demonstrated as a focus on collaborative learning as a systemic part of a teaching and learning process. The instructor had linking this to Bloom's revised taxonomy while the focus with an approach towards collaborative learning on

behavioral levels starting from the "application" level. Further to this, the instructor emphasized on the Evaluation and feedback that is indeed critical and is a part of the group task/script/structure.

Following the first theme of the day, the instructor discussed on developing peer tutoring as an interactive learning approach. This practice deployed by the tutor may be engaged as a process of an extension to collaborative teaching and learning. The day three concluded with the need of "Flipped Classroom" wherein the tutors may deploy a blended teaching and learning strategy with deployment of Printed textbook, web based lecture (online), guided questions (Classroom) and the importance of immediate feedback for the benefit of the students.

Day four began with an interaction on a quick recap of the previous day session learning outcomes on the theme "Competency Video, Video Assessment and Peer Assessment" The participants actively participated on the responses to the questions raised by the instructor. Moving forward, the instructor emphasized on the themes, "Collaborative Learning, Peer Tutoring and Flipped Classroom".

The instructor emphasized on the feedback that may be deployed to the students for an enriched teaching and learning experience. He also emphasized on the differentiation of "Feedback", "Feed UP" and "Feed Forward". The instructor deployed on the pedagogical tools that may be focused on the learning orientation through feedback to the students.

Features:

- Meta Plan
- Interactive Questions
- Competitive Video and Video Assessment
- Peer Assessment and Collaborative Learning
- Peer Tutoring and Flipped Classroom
- Power of Feedback
- Curriculum Design

Some of the **glimpses** of the workshop are given:



